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ABSTRACT

While researchers have learned much about the employment process from the viewpoint of the organization, the psychology of job search behavior has received less attention. The most attention to the job search process has originated from the "how to find a job" writers. Using the information derived from these "how to" books, a conceptualization of the job search process was developed focusing upon three major processes: (1) job search planning; (2) job search activities; and (3) job search evaluation. A 33-item scale, adapted from Dayton (1981), was developed to measure job search preparation and job search methods. This questionnaire together with measures of self-monitoring and self-esteem in job search were administered to 271 undergraduates. A factor analysis of data from the job search questionnaire produced eight factors. Pearson correlation coefficients computed between self-monitoring and the perceived effectiveness of job search activities in obtaining employment yielded significant positive correlations between self-monitoring and job search preparation, gaining organizational access, locating job openings, using employment agencies and reference groups, and sending out resumes. Pearson correlation coefficients computed between self-esteem and the effectiveness of job search activities revealed that individuals high in job search self-esteem rated job search preparation, public sector application, gaining organizational access, using employment agencies, sending out resumes, and searching classified ads as helpful in obtaining employment. (NRB)

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The Role of Personality in the Job Search Process

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The Role of Personality in the Job Search Process

The psychology of attracting qualified applicants has long been a practical concern of employing organizations. However, most of this concern has been directed towards the organization's part in this process. This "organizational focus" has resulted in valuable knowledge regarding recruitment strategies and their relative effectiveness, validity and reliability of selection techniques, and the socialization and training of new hires. Yet somehow, the process of how individuals go about looking for work has largely been ignored. While we have learned a great deal about the employment process from the viewpoint of the organization, the psychology of job search behavior has received less attention. In fact, Rynes, Heneman, and Schwab (1980) have noted that little is known about what attracts job seekers to become a part of an applicant pool, while both Bass (1968) and Guion (1976) have mentioned that our knowledge of the individual processes involved in job search is lacking, as we know very little about why some applicants are attracted to make use of certain recruitment sources and not others.

Statement of the Problem

Research in the area of job search attitudes and behavior is important in three major respects. First of all, it helps to fill a gap in the research literature. Secondly, it gives employers a more accurate description of the job seeker, both on an attitudinal and behavioral level. Third, employers who are provided an accurate description of job seekers can develop recruitment strategies to more effectively target their labor market. The present study addresses each of these issues, in addition to investigating the role of two personality constructs, self-monitoring (Snyder, 1974, 1979) and self-esteem in job search (Ellis and Taylor, 1983), in the job search process.

A Conceptualization of the Job Search Process

By far, the most attention paid to the job search process has originated from the "how to find a job" writers (e.g., Adler, 1964; Bolles, 1979; Dubnick, 1967; Karlin and Margules, 1975). These books often offer specific approaches to job search, generally focusing upon the important steps in looking for a job (e.g., writing letters of application, developing resumes, interview preparation, etc.). Using the information derived from these "how to" books, a conceptualization of the job search process was developed focusing upon three major processes: 1) Job search planning, 2) Job search activities, and 3) Job search evaluation. Each of these three components will be elucidated.

Stage One: Job Search Planning

In general, job search planning refers to the process whereby potential job applicants prepare for their job search activities. This preparation is important in the job search process, although it is not known to what extent job applicants take it seriously. In addition, it is assumed that job search can be maximized by engaging in proper planning. In general, five major job search planning activities have been identified.

Self-analysis. This activity involves the process whereby applicants discover and crystallize their personal capacities and interests (Wedel, 1971). Self-analysis can be accomplished in a variety of ways, of which taking inventory and career preference tests (Straub, 1981), uncovering strengths and/or weaknesses (Schwartz and Dorfman, 1977), and getting input from significant others (e.g., teachers, friends, parents, previous employers, etc.) are a few that have been recommended. While these activities are being conceptualized as a part of the job search process, many of them may have occured in earlier career counseling and/or occupational development.

Setting goals. Once applicants have identified their personal capacities and interests, the next step in job search planning consists of setting goals for the job search. It is assumed that goal setting is important in that it a) focuses applicant behavior during the job search, and b) establishes a criterion whereby the applicant can measure their job search effectiveness. It has been specifically suggested that both long-term and short-term goals be established (Douglass, 1979). Specifically, long-term goals refer to selecting a career (although others would argue that career selection occurs long before actual job search begins, Wanous, 1977) and short-term goals refer primarily to setting a job search time frame (Half, 1981), and highlighting one's job values (Gerberg, 1980; Half, 1981).

Identifying potential employers. Once a job seeker has identified employment goals and especially job values and interests, next step of job search consists of identifying potential employers. Of particular importance is discovering an organization which will provide the job seeker an opportunity to realize his/her job interests (Gerberg, 1980).

Background preparation. Once these potential employers have been identified, most experts on job search strongly recommend background preparation. This refers to studying the potential employer (Barnewall, 1976). Straub (1981) has listed a variety of important reading topics, including the focal organization's sales performance, profit record, new product development, size, training programs, stock price, awards, etc. Not only is this behavior recommended by job search experts, but Callton and Latham (1984) found that potential job applicants perceived the item "research done on the organization" to be important in an interviewer's overall impression of job applicant. In addition, background preparation might also refer to such activities as interview practice and training.

Packaging the product. Finally, job seeking preparation needs to include a "packaging" stage, in which applicants consolidate information (e.g., letters of recommendation, resume preparation, etc.) to be used in the search process. Many writers, most notably Angel (1980), have maintained that the resume is an important hurdle in the first stages of the job search process. The importance of the resume focuses around two major factors. First, the resume is often the first piece of information received by a potential employer about a job applicant, and second, employers often grant interviews on the basis of the applicant's resume.

In conclusion, these job search planning activities are believed to maximize an applicant's job search. In fact, the importance of these job search planning activities was noted in a study by Dayton (1981), who cited that "setting a job goal" and "analyzing one's interests and abilities" were two activities considered to be important in looking for a job. Once these planning activities are completed, the applicant is equipped to commence job search.

Stage Two: Searching for a Job

The job search stage is the most critical activity involved in obtaining a job. Actual job search should be contingent upon the activities completed in the planning stage of job hunting.

Strategies/methods of job search. A wide variety of job search methods have been proposed, and their advantages and disadvantages have been noted. Job applicants, in order to maximize their job search activities, need to search for jobs in avenues that organizations are using for their recruitment activities. Once an applicant has identified a potential employer(s), the maximizing strategy would be to find where the employer is recruiting, and to direct job search activities in that area. The following sources are mentioned

as the most commonly used methods in finding jobs: referrals by present employees, scanning the newspaper for advertisements, utilizing college placement centers, registering with public or private employment agencies, unsolicited application (walking in and applying for a job), mailing out resumes, and utilizing social networks (e.g., fraternities, social/religious organizations, etc.). While these are the most commonly used methods, seldom do job seekers engage in all of these but rather make use of the methods which a) they perceived as maximizing the probability of obtaining employment, or b) feel most comfortable with.

Several researchers have empirically investigated job search strategies. Reid (1972) studied job search behavior among engineering and metal trades and found that different search strategies existed for males and compared to females. Reid found that men a) tended to contact a greater number of employers than women, and b) tended to rely upon friends and relatives to find work, whereas women were more likely to use an employment service.

Dayton (1981) studied job search among young people using two cohorts -- one about 20 years old, the other about 30 years old. Dayton discovered that the younger cohort relied more heavily on personal contacts and summer/volunteer work in order to find jobs. The older cohort, however, made greater use of resumes and civil service exams to find jobs. Across both cohorts, Dayton discovered that caucasians, rather than other minorities, appeared more often to analyze their interests and abilities to select the right job for themselves. In contrast, minorities tended to rely more on certain traditional job search avenues not particularly associated with job finding success, such as the classified want ads, the state employment service, and making use of government agencies.

A study by Ellis and Taylor (1983) investigated the role of "self-esteem" within the job search process. The authors concluded that self-esteem affects job search in three major ways. First, self-esteem may influence the recruitment sources people use to find jobs, with low self-esteem seekers being more likely to use formal job sources that traditionally have not yielded the best search outcomes. Second, self-esteem seemed to directly affect the extent to which job seekers attained self-set goals during the search process. Finally, low levels of self-esteem may weaken applicants' social skills, which would result in lower interview evaluations and fewer job offers.

Stage Three: Measuring Job Search Effectiveness

Just as organizations measure the payoff that results from recruitment activities, job applicants should also evaluate their job search behavior. This evaluation is particularly important as applicants often engage in a wide variety of behaviors during job search. This evaluation needs to focus on activities that were effective and those activities that were ineffective. The primary reason for this evaluation is that job search will be conducted at other times and a recall of effective job search strategies from previous job hunts will help maximize additional job searches.

Personality and Job Search

Self-esteem

On the applicant side, one area which seems relevant to job search is the personality of the job seeker (Ellis and Taylor, 1983). An aforementioned study by Ellis and Taylor investigated the role of personality in job search, specifically the role of self-esteem (Rosenberg, 1965). As stated, Ellis and Taylor found relationships between self-esteem and job search activity.

Expanding on the results of the Ellis and Taylor study, it seems personality could have an effect upon a wide variety of job seeking phenomena. For example, personality might be hypothesized to influence the job search methods used by job seekers. Second, different "personality types" might hold different attitudes toward the job search process. Each of these global hypotheses will be discussed shortly.

Drawing on the lead of Ellis and Taylor (who suggested the personality -- job search relationships be expanded to incorporate other personality variables), one purpose of the present study was to investigate the relationship of two personality variables (self-esteem in job search and self-monitoring) with job search attitudes and behavior.

Self-monitoring

Snyder (1974) developed a personality construct called "self-monitoring." Self-monitoring might be defined as "self-observation and self-control guided by situational cues" (Snyder, 1974). Snyder has identified the self-monitor as an individual who, out of a concern for social appropriateness, is particularly sensitive to the expression and self-presentation of others in social situations and uses these cues as guidelines for monitoring his/her own self-presentation. Thus, high self-monitors can adapt their behavior to be situationally appropriate, being fully aware that their situationally-specific behavior may be discrepent from their beliefs or attitudes. Hence, the self-monitor is able to monitor their social environment, control their expressions, and display behavior appropriate to the situation. As such, it might be predicted self-monitors would search for jobs in avenues rich in social cues (e.g., informal search avenues).

Statement of Hypotheses

Self-monitoring

1. High self-monitors use informal methods of job search while low self-monitors use formal methods of job search.

2. High self-monitors rate job search activities of a social nature to be more helpful in obtaining employment, while rating job search activities of an impersonal nature to be less helpful in obtaining employment.

Self-esteem in Job Search

1. Individuals characterized by high self-esteem in job search use informal job search while individuals with low self-esteem in job search use formal job search methods.

2. Individuals characterized by high self-esteem in job search rate job search activities of a social nature to be more helpful in obtaining employment, while rating job search activities of an impersonal nature to be less helpful in obtaining employment.

Method

Respondents

Those who participated in this research were 271 undergraduates enrolled in upper-level management and psychology classes at two large midwestern universities. These respondents were chosen for several reasons, including a) the issue of obtaining post-college employment was particularly salient, b) most of the sample (86 percent) were currently employed, and c) college labor markets are becoming an increasingly important labor supply for organizations. In fact, one estimate holds that college recruitment programs account for more than one-half of the college-educated talent hired each year (Bergmann and Taylor, 1984).

Procedure

Questionnaires were distributed to the students, who were allowed to take the instrument home, to be completed and returned it in one week. Of 300 questionnaires administered, 271 were returned, for a 90 percent response rate.

Questionnaire Measures

Job search attitudes and behavior. A thirty-three item scale, adapted from Dayton (1981), was developed to measure job search attitudes and behavior. This questionnaire consisted of questions which measured job search preparation and job search methods. The first of these, job search preparation, included activities engaged in prior to job search, including such behaviors as job goal setting, analysis of interests and abilities, gaining job experience, researching jobs and organizations, and obtaining job/vocational training. The second category, job search methods, focused upon actual job search strategies, and involved such activities as using employee referrals, registering with employment agencies, unsolicited application, mailing out resumes, and

searching the classified want ads. Two measures were collected for each item. First, respondents were asked to indicate whether or not they had engaged in the behavior in their most recent job search. Second, the respondents were asked to indicate on a five-point scale, their perceptions as to how effective the behavior was in obtaining employment.

Self-monitoring. A thirteen item measure of self-monitoring, developed by Lennox and Wolfe (1984), was employed. This measure consisted of Likert-type items rated on a six-point scale. Reliabilities for the scale have been reported at the .7 level.

Self-esteem in job search. Ellis and Taylor's (1983) ten-item self-esteem in job search scale was included to measure respondents self-esteem toward their job search abilities. Reliabilities for the scale have been reported to the .7 to .8 range.

Results

Factor Analysis of Job Search Attitudes

In order to provide meaningful clusters of items, the thirty-three item attitudinal scale was factor analyzed using a varimax-rotated factor analysis. An eight factor solution was chosen, and items loading on each factor are located in Table 1. In addition, Table 1 lists them total-correlations and alpha coefficients for the factors.

Items loading on Factor 1, "Job Search Preparation," relate to specific behaviors job applicants engage in prior to job search. These behaviors focus on self-analysis, job goal setting, and doing research on the organization of interest. Factor 2, "Public Sector Application" contained items referring to government agency application and civil service examinations. "General

Vocational/Job Training" included vocational and job search training, studying job trends, and trying volunteer work. Factor 4, "Gaining Organizational Access" referred to job seeking activities designed to get one's "foot in the door" (e.g., visiting organizations, summer or after-school work, recommendations, etc.). "Locating Job Openings" contained three items, all of which involve job applicants gaining information on possible job openings, such as writing letters of inquiry, telephoning employers, and seeking help from teachers or professors. "School-Related Employment Counseling" involves job seeking activities specifically carried out at the educational level, which help to counsel and give direction to the school/college student. These activities include such things as registering with the school placement center, assembling a placement file, and taking to a school or employment counselor. Factor 7, "Using Employment Agencies," included registration with state and private employment agencies. Finally, Factor 8, "Using Reference Groups" refers to job seeking activities of a social nature, whereby the job applicant uses social networks (e.g., family, friends, and groups) to find jobs. Of the items not loading on the eight factors, three were of importance to the study. The items were "Writing up and sending out your resume," "Searching the classified want ads," and "Knocking door-to-door at potential employers." These items will be used as single item indices.

Job Search Attitudes and Behaviors

As previously stated, two measures on each job search behavior were obtained. One measure had the respondents rate the effectiveness of the behavior in obtaining employment, while the second measure asked the respondents to indicate whether or not they had engaged in the behavior in their most recent job search. These findings are located in Table 2, and will be discussed under each of the factors previously developed.

Job search preparation. All behaviors were rated as helpful by at least one-half of the respondents. Receiving the highest ratings were analyzing interests and abilities (70 percent), and setting a precise job goal (69 percent), two behaviors widely recommended by job seeking experts (Angel, 1980; Gerberg, 1980; Half, 1981; Straub, 1981). Interestingly, not only were these items rated highly, but over one-half of the respondents indicated enacting the behavior in their most recent job search. Although selecting and researching organizations was rated highly, only 29 percent of the respondents indicated they had actually done the behavior, finding which might surprise many organizational interviewers.

Public sector application. Respondents indicated both low perceived ratings of effectiveness and a lack of experience with civil service examinations and government agency application.

General vocational/job training. Of the general vocational/job training items, none was rated as helpful in obtaining employment by one-half of the respondents. Three of the items, however, were rated as effective by 43 percent of the respondents. Those items were a) taking vocational training, b) trying volunteer work related to what you want to do, and c) taking job interviewing training. In addition, none of the behaviors were enacted by one-half of the respondents in their previous job searches. This finding, however, may be attributed to the belief among job seekers that these types of actvities should occur during one's vocational preparation, rather than actual job search.

Gaining organizational access. Both "organizational access" items, visiting companies and trying summer and/or after-school work to gain experience, were rated as helpful in obtaining employment. Perhaps this finding can be attributed to the belief that these behaviors accomplish the

objective of "getting one's foot in the door." However, while rated highly, less than one-fourth of the respondents actually visited companies while one-half have tried summer of after-school work.

Locating job openings. Of the items loading on the factor locating job openings, writing letters of inquiry to potential employers received the highest perceived rating (56 percent). This may be accounted for by the association of the letter of inquiry with the resume. Although rated highly, less than 25 percent of the respondents had ever written such a letter. This low frequency of behavior may be accounted for given the fact that the types of employment sought by college age individuals would not be obtained via the resume and letter of application.

School-related employment counseling. Registering with a school placement center was perceived as most helpful in obtaining employment. This finding comes as no surprise, given the fact that college placement offices account for more than 50 percent of the college-educated talent hired each year (Bergmann and Taylor, 1984).

Using employment agencies. Both private and public employment agency registration were perceived as ineffective in obtaining employment. These findings closely parallel the earlier findings of civil service examinations and government agency application, which lead one to conclude that employment agencies (with the exception of college placement offices) are not perceived as instrumental in obtaining employment. Moreover, the respondents indicated limited experience with these types of agencies, which might indicate that the respondents attitudes were based on stereotypes, rather than actual experience.

Using reference groups. Seeking help from your friends was rated as the most helpful of the using reference group items. In addition, using one's family was also a frequently identified behavior. However, seeking help from

groups you belong to was less popular, probably due to to the fact that group membership at the college level may have fewer employment avenues as compared to post-college group affiliation.

Relationships of Personality and Job Search

This step in the analysis involved investigating the relationships between the two personality variables (self-monitoring and self-esteem in job search) and attitudes and behaviors toward the job search process.

Given the factor structure of the attitudinal items, one might hypothesize that self-monitors and individuals high in self-esteem in job search would rate highly the activities of a) gaining organizational access, b) locating job openings, c) using reference groups, and the single item "knocking door-to-door at potential employers," all of which include activities of an informal, personal nature. Moreover, negative relationships should emerge between the personality variables and the factors of a) public sector application, b) school-related employment counseling, c) using employment agencies, in addition to the single item indices of "writing up and sending out your resume" and "searching the classified want ads." These job search methods all involve formal, impersonal activities. Relationships between self-monitoring and job search attitudes and behavior are located in Table 3, while relationships of self-esteem in job search and the attitudes and behaviors are located in Table 4.

Self-Monitoring

Attitudinal correlates. Pearson correlation coefficients were computed between self-monitoring and the perceived effectiveness of job search activities in obtaining employment. Significant positive correlations existed between self-monitoring and the general factors of a) job search preparation, b) gaining organizational access, c) locating job openings, d) using employment

agencies and reference groups, and e) sending out the resume. The strongest relationships existed between self-monitoring and the attitudes of "setting a precise job goal" (r=.19), "taking job interviewing training" (r=.19), and "registering with a private employment agency" (r=.16).

Behavioral correlates. Point-biserial correlations were computed between self-monitoring and job search behaviors (i.e., whether or not the respondent had engaged in the behavior in their most recent job search). In many respects, similar relationships existed using the behavioral measure as resulted with the attitudinal measure. Self-monitors, in their most recent job search, were more likely to prepare for job search (selecting a specific job to look for, set a precise job goal, research the organization, and analyze their interests and abilities), gain general vocational and job training (trying volunteer work), gain organizational access (visiting companies and employers to find out about potential jobs), locate job openings by (telephoning potential employers), talk to a school or employment counselor, and seek help from groups they belong to.

These attitudinal and behavioral results, in aggregate, tend to support the self-monitoring hypothesis developed earlier. Self-monitors were more likely to utilize search avenues of a personal nature (gaining organizational access, locating job openings, and using reference groups), while exhibiting less activity with more impersonal search methods (public sector application, resume mailing, and searching the classified want ads).

Self-Esteem in Job Search

Attitudinal correlates. As was the case with self-monitoring, pearson correlation coefficients were computed between self-esteem in job search and the perceived effectiveness of job search activities in obtaining employment. Individuals high in self-esteem in job search rated the general factors of a)

job search preparation, b) public sector application, c) gaining organizational access, d) using employment agencies, e) resume mailing, and f) searching the classified want ads as helpful in obtaining employment. Particularly perceived as effective were the behaviors of "selecting a specific job to look for," "setting a precise job goal," and "writing up and sending out your resume."

Behavioral correlates. Individual high is self-esteem in job search, in their prior job hunt, were more likely to have a) prepared for job search, b) taken vocational training, c) visited companies and employers to learn more about potential jobs, d) written letters of inquiry to potential employers, e) talked to a school or employment counselor, f) used a private employment agency g) sought help from groups they belonged to, and h) searched the classified want ads.

The results for self-esteem in job search were less supportive of the hypothesis developed for this construct. High self-esteemers were more likely to have engaged in the personal job search activities of gaining organizational access and locating job openings. In addition, they also reported experience with the impersonal job search activities of using employment agencies and writing up an sending out the resume. Moreover, relationships failed to exist between self-esteem in job search and using reference groups and knocking door-to-door at potential employers, both personal, informal job search strategies.

Discussion

Before discussing the major findings and their implications, several points must be made regarding the nature of the sample and the measures collected on the sample. First, the responents in the present study

represented only a small portion of the general job seeking public. Although it was mentioned earlier that this labor marke: (college students) is important to organizations, college students represent only one segment of job seekers. Hence, some caution must be exercised in generalizing these results to populations other than urban college age job seekers. Additional studies need to focus on the job seeking attitudes and behaviors of other groups.

In addition to the nature of the sample, several comments need to be made regarding the nature of the measures collected. First, self-report of prior job search activities were used. These self-reports, however, may have diverged from the reality of the job seekers behavior. In addition, job seekers may have been less willing to admit enacting a behavior that was perceived to be uninfluential in obtaining a job offer. Second, regarding the perceived effectiveness ratings, some caution must be exercised in interpreting these findings. While perceptions of job seeking methods provides employers information as to what types of job search strategies applicants will use, these perceptions may not coincide with organizational realities. Although a job seeker may perceive a certain job seeking avenue will result in employment, this belief may not concur with the recruitment strategies being engaged in by the organization.

Finally, some questions may arise as to whether the job search described here is an accurate portrayal of full-time employment job seeking. Given the fact that the respondents were college students balancing scholastic and economic demands, one might argue that the jobs held during college would be qualitatively different that those sought post-college. As such, this study may be focusing upon an idiosyncratic job search, rather than a more general search process for full-time employment.

Self-monitoring and the Job Hunt

The results, to some extent, were consistent with the self-monitoring hypothesis. High self-monitors viewed the factors of gaining organizational access, locating job openings, and using reference groups as helpful in obtaining employment. In addition, the high self-monitor was more likely to have engaged in those behaviors during their most recent job search. These activities were informal/personal in nature, and while the size of the correlations were not overly impressive, the hypothesized relationship did occur. In addition, high self-monitors held positive attitudes towards writing up and sending out their resume (although no relationship existed between self-monitoring and the reported behavior) and were more likely to have taken general job/vocational training. Relationships failed to emerge between self-monitoring and public sector application, school-related employment counseling, using employment agencies (behavioral measure), and searching the classified want ads.

High self-monitors perceived job search preparation to be helpful in obtaining employment. This importance may stem from the belief of self-monitors that job search preparation is a necessary condition for job search effectiveness. This planning and preparation may provide the ground work for the self-monitor's job search behavior. Following this scenario, the self-monitor would prepare for the job search (identify relevant employers, analyze skills/abilities, set job/employment, goals, etc.), then adapt their job search behavior (resume content, impression management skills, dress, attitudes, etc.) to be congruent with their employment goals.

Self-monitors rated as helpful the utilization of reference groups. This finding may be explained by examining the nature of job hunting using social networks, which by their very nature involve high degrees of social

interaction. Hence, it is assumed that self-monitors would excel in this type of activity. A scenario might develop in a job hunt in which a significant other (friend, relative, etc.) provides information about an actual or potential opening in his/her organization. The self-moinitor would gather information from the focal person regarding the nature of the job, then monitor their behavior to be consistent with the job requirements, organizational values etc.

Self-Esteem in Job Search and the Job Hunt

The present data indicate that individuals characterized by a high self-esteem in job search rated highly the job search factors of a) job search preparation, b) public sector application, c) gaining organizational access, d) using employment agencies, e) writing up and sending out your resume, and f) searching the classified want ads. These findings in general, are contrary to the hypothesized relationships. However, these findings may be attributed to the belief that a high degree of self-confidence about one's job seeking abilities may result in the job seeker to believe they can find employment, even using those sources not traditionally associated with job finding success.

Behaviorally, the results were more consistent with the self-esteem in job search process. Respondents high in self-esteem in job search were more likely in their previous job hunt to a) prepare for job search, b) take general vocational/job training, c) gain organizational access, and d) locate job openings. However, high self-esteemers also used employment agencies, and wrote up and sent out their resume.

Future Research in Job Search Attitudes and Behavior

Additional research needs to focus on job experience as it relates to other employment-related variables, such as interview evaluations, satisfaction with job search, number of job offers received, and intended tenure. In

addition, theories pertaining to the job search process need developing, particularly those which combine demographic, attitudinal, personality, and labor market variables into a conceptual framework for understanding job search. Also, greater emphasis needs to be placed on the psychology of job search. For example, using an expectancy theory approach, one might be able to predict job search source utilization, based upon subjective expectations of job seekers as to whether or not the search activity would result in the obtainment of a valued outcome (job offer, critical information concerning a job, etc). Finally, research on job seeking of a longitudinal nature would be helpful in identifying changes in job seeking behavior. Research in these and other areas will help expand both our theoretical and empirical understanding of the job search process.

TABLE 1

Eight Factor Solution for the Job Search Attitudes

	Loading	Item-Total Correlation
Factor 1: Job Search Preparation (α=.68)		
Selecting a specific job to look for	.69	.48
Setting a precise job goal for yourself	.58	.44
Selecting and researching the organization for which you'd like to work	.49	.47
Deciding in which geographic location you'd like to live	.48	.42
Analyzing your interests and abilities to find the best job for you	.43	.39
Factor 2: Public Sector Application (α=.88)		
Taking a civil service examination	.82	.78
Applying with a government agency	.81	.78
Factor 3: General Vocational/Job Training (α=.70)		
Taking vocational training	.64	.50
Attending a class or studying information on jobs and job trends	.52	.48
Placing an ad for yourself in a newspaper or magazine	.43	.40
Trying volunteer work related to what you want to do	.42	.46
Taking job interviewing training	.41	.47
Factor 4: Gaining Organizational Access (α=.61)		
Visiting companies and employers to learn more about potential jobs	.63	.49
Trying summer or after school work for experience	.48	.46
Gathering and using letters of recommendation	.44	.33
Factor 5: Locating Job Openings (α=.70)		
Writing letters of inquiry to potential employers	.72	.53
Telephoning potential employers	.69	.59
Seeking help from teachers or professors	.43	.42
Factor 6: School-Related Employment Counseling (α=.59)		
Registering with the school placement center	.63	.46
Assembling a placement file	.52	.42
Talking to a school or employment counselor	.46	.33

TABLE 1 (cont.)

Eight Factor Solution for the Job Search Attitudes

	Loading	Item-Total Correlation
Factor 7: Using Employment Agencies (α=.85)		
Registering with a private employment agency	.74	.74
Registering with a state employment agency	.70	.74
Factor 8: Using Reference Groups (α=.62)		
Seeking help from your family	.63	.46
Seeking help from your friends	.62	.46
Seeking help from groups you belong to	.49	.38

TABLE 2

Attitudes and Behaviors of the Respondents with Respect to Job Finding Methods

	Percent of Respondents Rating Activity as Helpful in Obtaining Employment[1]	Percent of Respondents Indicating Behavior in Prior Job Search
Factor 1: Job Search Preparation		
Selecting a specific job to look for	58%	54%
Setting a precise job goal for yourself	69	51
Selecting and researching the organization for which you'd like to work	52	29
Deciding in which geographic location you'd like to live	32	18
Analyzing your interests and abilities to find the best job for you	70	56
Factor 2: Public Sector Application		
Taking a civil service examination	23	17
Applying with a government agency	22	16
Factor 3: General Vocational/Job Training		
Taking vocational training	43	17
Attending a class or studying information on jobs and job trends	29	21
Trying volunteer work related to what you want to do	43	22
Taking job interviewing training	43	11
Factor 4: Gaining Organizational Access		
Visiting companies and employers to learn more about potential jobs	56	23
Trying summer or after school work for experience	68	50
Factor 5: Locating Job Openings		
Writing letters of inquiry to potential employers	53	23
Telephoning potential employers	38	47
Factor 6: School-Related Employment Counseling		
Registering with the school placement center	55	38
Assembling a placement file	34	14
Talking to a school or employment counselor	43	40

TABLE 2 (cont.)

Attitudes and Behaviors of the Respondents with Respect to Job Finding methods

	Percent of Respondents Rating Activity as Helpful in Obtaining Employment[1]	Percent of Respondents Indicating Behavior in Prior Job Search
Factor 7: Using Employment Agencies		
Registering with a private employment agency	33	19
Registering with a state employment agency	21	21
Factor 8: Using Reference Groups		
Seeking help from your family	32	50
Seeking help from your friends	56	72
Seeking help from groups you belong to	38	17
Writing up and sending out your resume	79	64
Searching the classified want ads	43	76
Knocking door-to-door at potential employers	33	35

[1]Percentage of respondents indicating the job seeking behavior was "helpful" or "very helpful" in obtaining employment.

TABLE 3

Correlation Between Self-Monitoring and Job Search Attitudes

	Self-Monitoring	
	Attitudinal Measure	Behavior Measure
Factor 1: Job Search Preparation[1]	.15**	.26***
Selecting a specific job to look for	.11	.15*
Setting a precise job goal for yourself	.19**	.11*
Selecting and researching the organization for which you'd like to work	.10	.24***
Deciding in which geographic location you'd like to live	.03	.07
Analyzing your interests and abilities to find the best job for you	.10	.26***
Factor 2: Public Sector Application	.09	-.02
Taking a civil service examination	.08	.02
Applying with a government agency	.15*	-.06
Factor 3: General Vocational/Job Training	.03	.13*
Taking vocational training	.01	.03
Attending a class or studying information on jobs and job trends	.02	.03
Trying volunteer work related to what you want to do	.07	.20**
Taking job interviewing training	.19**	.03
Factor 4: Gaining Organizational Access	.13*	.15*
Visiting companies and employers to learn more about potential jobs	.17**	.17**
Trying summer or after school work for experience	.06	.06
Factor 5: Locating Job Openings	.13*	.16**
Writing letters of inquiry to potential employers	.08	.09
Telephoning potential employers	.12*	.16**
Factor 6: School-Related Employment Counseling	-.05	.07
Registering with the school placement center	.04	-.01
Assembling a placement file	-.07	.04
Talking to a school or employment counselor	.09	.13*
Factor 7: Using Employment Agencies	.14*	-.01
Registering with a private employment agency	-.16**	.02
Registering with a state employment agency	.13*	-.02

TABLE 3 (cont.)

Correlation Between Self-Monitoring and Job Search Attitudes

	Self-Monitoring	
	Attitudinal Measure	Behavior Measure
Factor 8: Using Reference Groups	.14*	.13*
Seeking help from your family	.07	.04
Seeking help from your friends	.15*	.08
Seeking help from groups you belong to	.13*	.18**
Writing up and sending out your resume	.14*	.06
Searching the classified want ads	.08	.04
Knocking door-to-door at potential employers	.03	.02

*p <.05
**p <.01
***p <.001

[1] Underlined correlations represent the correlation between the personality variable and the scaled score for the factor.

TABLE 4

Correlation Between Self Esteem in Job Search
and Job Search Attitudes

	Self-Esteem in Job Search	
	Attitudinal Measure	Behavior Measure
Factor 1: Job Search Preparation[1]	.21***	.26***
Selecting a specific job to look for	.18**	.20
Setting a precise job goal for yourself	.27***	.17*
Selecting and researching the organization for which you'd like to work	.06	.16**
Deciding in which geographic location you'd like to live	.06	.01
Analyzing your interests and abilities to find the best job for you	.11*	.20***
Factor 2: Public Sector Application	.12*	-.05
Taking a civil service examination	.14*	.07
Applying with a government agency	.10	-.03
Factor 3: General Vocational/Job Training	.02	.14*
Taking vocational training	.03	.19**
Attending a class or studying information on jobs and job trends	.00	.03
Trying volunteer work related to what you want to do	.00	.04
Taking job interviewing training	-.01	.09
Factor 4: Gaining Organizational Access	.11*	.12*
Visiting companies and employers to learn more about potential jobs	.11*	.18**
Trying summer or after school work for experience	.07	.01
Factor 5: Locating Job Openings	.06	.15**
Writing letters of inquiry to potential employers	.04	.13*
Telephoning potential employers	-.03*	.11
Factor 6: School-Related Employment Counseling	.00	.04
Registering with the school placement center	-.03	.01
Assembling a placement file	-.04	-.03
Talking to a school or employment counselor	.09	.11*
Factor 7: Using Employment Agencies	.15**	.16**
Registering with a private employment agency	.13*	.20**
Registering with a state employment agency	.17**	.05

TABLE 4 (cont.)

Correlation Between Self-Esteem in Job Search and Job Search Attitudes

	Self-Esteem in Job Search	
	Attitudinal Measure	Behavior Measure
Factor 8: Using Reference Groups	-.04	.01
Seeking help from your family	-.09	-.07
Seeking help from your friends	.06	-.02
Seeking help from groups you belong to	.04	.14*
Writing up and sending out your resume	.26***	.17**
Searching the classified want ads	.14*	-.02
Knocking door-to-door at potential employers	-.01	.02

*p <.05
**p <.01
***p <.001

[1]Underlined correlations represent the correlation between the personality variable and the scaled score for the factor.

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